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1. O'zbekiston Respublikasi Prezidentining PQ-414-son 2022-yil 9-noyabrdagi “Jismoniy tarbiya va sport sohasida kadrlarni tayyorlash hamda ilmiy tadqiqotlar tizimini yanada takomillashtirish chora-tadbirlari to'g'risida”gi Qarori.
2. O'zbekiston Respublikasi Prezidentining 2022-yil 23-dekabrdagi PQ-449-son “Gimnastika turlarini yanada rivojlantirish chora-tadbirlari to'g'risida”gi Qarori.
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IMPROVEMENT OF THE METHODOLOGY FOR CONDUCTING PHYSICAL CULTURE CLASSES IN A CORRECTION SCHOOL FOR SILENTLY SEEING CHILDREN

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Abstract: Today, the state pays great attention to all children with disabilities in our society. As a clear example, persons with disabilities place high demands on the effective functioning of society and its integration into various segments of society. However, the technologies for training children with various physical disabilities do not fully meet today's requirements. It is necessary to review the educational process and develop effective forms and methods of physical education for children with health problems. It is necessary to expand the child's scope of independence so that they can solve everyday and work tasks without outside help. Through the comprehensive selection and harmonization of tools, methods, and forms of work, adherence to didactic principles and conditions, and elimination of comorbid health defects in visually impaired children, it is possible to achieve not only effective work activity, but also competitive activity in this category of children.



Keywords: visually impaired children, individualization, physical education program, corrective exercises, coordination abilities, lesson, physical education, socialization, physical training, goalball.

Аннотация: Сегодня государство уделяет большое внимание всем детям с ограниченными возможностями в нашем обществе. Ярким примером является то, что люди с ограниченными возможностями предъявляют высокие требования к эффективному функционированию общества и его интеграции в различные сегменты общества. Однако технологии обучения детей с различными физическими нарушениями не полностью отвечают современным требованиям. Необходимо пересмотреть учебный процесс и разработать эффективные формы и методы физического воспитания для детей с проблемами со здоровьем. Необходимо расширять сферу самостоятельности ребенка, чтобы он мог решать повседневные и трудовые задачи без посторонней помощи. При комплексном подборе и гармонизации средств, методов и форм работы, соблюдении дидактических принципов и условий, устранении сопутствующих дефектов здоровья у детей с нарушением зрения можно добиться не только эффективной трудовой деятельности, но и конкурентной активности у данной категории детей.

Ключевые слова: дети с нарушением зрения, индивидуализация, программа физического воспитания, корректирующие упражнения, координационные способности, урок, физическое воспитание, социализация, физическая подготовка, голбол.

Annotaciya: Búgin mámleketimiz jámiyettegi barlıq mayıp balalarğa úlken dıqqat awdarıp atır. Bunıń ayqın mısalı - mayıplıǵı bar adamlardıń jámiyettiń nátiyjeli jumıs islewine Һam onıń Һár túrli qatlamlarına biriklesiwine joqarı talaplar qoyıwı bolıp tabıladı. Biraq Һár qıylı fizikalıq kemshilikleri bar balalardı oqıtıw texnologiyaları Һázirgi kúnniń talaplarına tolıq juwap bermeydi. Oqıtıw procesin qayta kórip shıǵıw, den-sawlıǵında máseleleri bar balalar ushın dene tárbiyasınıń nátiyjeli forma Һam usılların islep shıǵıw zárúr. Balanıń kúndelikli Һam miynet wazıypaların basqalardıń járdemisiz sheshe alıwı ushın onıń ózbetinshe Һáreketi sheńberin keńeytiw kerek. Jumıs quralları, usılları Һam formaların kompleksli tańlaw Һam úylestiriw, didaktikalıq principler Һam shártlerge ámel etiw, kóriw qábleti buzılǵan balalarğa qosımsha bolǵan den-sawlıq kemshiliklerin saplastırıw arqalı tek ǵana nátiyjeli miynet xızmetine emes, al usı toparǵa kiriwshi balalarǵa básekige qabiletli aktivlikke de erisiwge boladı.

Tayanış sózler: Kózi ázzi balalar, individuallastırıw, dene tárbiyası baǵdarlaması, korrekciyalawshı shınıǵıwlar, koordinaciyalıq qábiiletler, sabaq, dene tárbiyası, sociallastırıw, fizikalıq tayarlıq, golbol.



Introduction: Training people with disabilities is one of the priorities of our country's education system. In special (correctional) educational institutions, physical education is an integral part of the entire system of work with visually impaired children. Full use of the potential of physical culture and sports makes it possible to improve the socialization of children of this category, the formation of motor skills and abilities in them. However, a significant portion of children cannot adapt to the pace of assimilation of the materials of traditional educational and correctional programs, experience difficulties in social adaptation, which negatively affects their life activities [1].

There is a need to search for effective ways, forms, and methods of providing assistance to blind children, which contributes more to the elimination of negative social consequences caused by visual impairments and guarantees a decent and full life.

It is necessary to develop and use individualized educational programs to create optimal conditions for life activities, restore lost connections with the environment, and integrate visually impaired children [7]. Individualization is necessary to eliminate students' negative attitude towards learning, to create favorable conditions for identifying and developing students' talents as much as possible.

Purpose of the research. It consists of testing the individualized physical education methodology aimed at correcting the physical fitness of visually impaired students. The research was conducted on the basis of Specialized Boarding School No. 10 "Nurly Makon" in the city of Nukus (2023 and 2035 academic years). 30 blind students from grades 4-5 participated in the experiment. All subjects were divided into control and experimental groups of 15 children, and the indicators of physical fitness were approximately equal. The experimental group trained according to the program we proposed, the control group - according to the "Sports Games" section of the state program "Physical Education." In each group, classes were held twice a week for 45 minutes.

Students with the following diagnoses participated in the experiment: myopia, hypermetropia, and astigmatism, as well as secondary deviations: postural disorders, spinal curvature, flat feet [6]. Taking into account the identified deviations in the health status of visually impaired schoolchildren, existing visual impairments, and physical development, an experimental program of physical education based on corrective exercises and the potential of a sports game - goalball was developed.

Methodology: Goalball is a sports game in which a team of three people has to throw a ball with a bell into the opponent's goal. The goalball was created in Germany in 1946 by Austrian Hans Lorenzen and German Zepp Rindler to rehabilitate veterans of World War II - visually impaired people. In 1976, the Paralympic debut took place in Toronto. Two teams of three players participate in the game. Each team can have no more than three reserve players. The game is played in a gym, on the floor of which signs are drawn in the form of a rectangular



area divided in two by a central line. There are gates on both sides of the playground. The goal of the game is to roll the ball behind the goal line of the defending team, which tries to block [9, p. 69].

This game is an effective means of developing a child's motor qualities, as it develops running, jumping, throwing and catching a ball, spatial orientation, accuracy of movements, intuition, and interaction in a team contributes to the development of communicative qualities necessary for positive social adaptation. Through the game of goalball, one can awaken an interest in life, a love for movement, dedicate physical strength, and limit emotional outbursts for the sake of common benefit [5].

The sport of goalball served as the basis of our methodology, since it does not require complex and materially expensive inventory and equipment, and has a multifaceted physical and psychological impact on children with visual impairments.

The preparatory part of the lesson consisted of corrective exercises aimed at preventing secondary deviations in visually impaired children [8]. The exercises were divided into groups and presented in the form of cards-tasks and performed with various objects: balls, gymnastic sticks, jump ropes, fitness balls, hoops, dumbbells (not more than 1 kg) (Table 1). These complexes were performed in each lesson and took 25.2% of the total time.

Table 1

Secondary deviation - an example of corrective exercises for postural disorders

Assignment sheet 1

Execution format: in pairs

Supplies: dumbbells

No	Illustrative image	Exercise Description	Normalization	Requirements
1		- lying on your back facing each other, supporting each other with your feet, dumbbells down; - on the support, spread legs to the sides in both directions, raise the legs, move the dumbbells to the sides - exhale, - bringing feet closer, hands - holding breath, inhalation	4-6 times, rest in I. p. relaxation 4-5 s	Back, arms and legs straight, gaze forward, breathing observation
2		- lying on your back, facing each other, supporting each other with your feet, dumbbells up; - transition to a sitting position with arms swinging forward - exhalation; - return to t. n. with holding breath, t. n. - inhalation	6-8 repetitions	When lifting, straighten your back and arms, stretch upwards, and exhale with full chest.



3		- lying on their stomachs, facing each other, with the hands of the first numbers on dumbbells in front of their chests; - short rolling of dumbbells from oneself to oneself, raising the head; - disengagement of dumbbells with simultaneous push towards the partner	4-6 times, rest, relaxation	Body relaxed, back and arms straight, gaze directed at partner; full exhalation and relaxation while rolling dumbbells
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Discussion: In the main part of the lesson, in order to develop the physical qualities inherent in goalball, closing exercises (for mastering the main links of movement and coordination of movements with the ball, as well as preparatory exercises) and a direct educational game - goalball within the framework of the structure of technical techniques were used. The final part of the lesson consisted of corrective exercises of a respiratory nature.

The results of the study of the level of physical fitness of visually impaired children in grades 5-6 in the experimental group (EG) engaged in the proposed program and in the control group (CG) engaged in the proposed generally accepted program, including Pioneerball, are presented in Table 2.

Analyzing the obtained results, it should be noted that during the experimental period, in the EG, compared to the CG, the greatest increase in the level of physical fitness was observed, in particular, in strength and speed-strength exercises. Thus, the results of the torso lifting test from a supine position improved by 78.4% in the EG and only by 11.9% in the CG. In the long-distance tennis ball throw, their results increased by 26.4 and 8.4%, respectively.

Table 2

Dynamics of physical fitness indicators of students of the experimental and control groups during the experimental period

Groups	Research time	Physical fitness indicators			
		Lifting how many times $X \pm m$	Shuttle run, s $X \pm m$	Ball throw distance, m $X \pm m$	Long jump per place, cm $X \pm m$
EG	before the experiment	15,3±0,96	7,9±0,19	22,0±1,14	119,1±3,16
	after the experiment	27,3±1,15	7,0±0,12	27,8±1,31	136,7±5,17
Dynamics of results (%)		78,4	11,4	26,4	14,8
Reliability of differences		P<0,001	P< 0,01	P< 0,05	P<0,05



CG	before the experiment	15,0±0,88	7,8±0,13	21,4± 1,92	120,3±4,22
	after the experiment	17,9±1,40	7,6±0,16	23,2±1,17	126,5±4,14
Dynamics of results (%)		11,9	2,6	8,4	5,1
Reliability of differences		P<0,05	P> 0,05	P> 0,05	P> 0,05
Reliability of post-examination differences between EG and CG		P<0,001	P< 0,05	P< 0,01	P< 0,05

Conclusion: It is known that speed is a hereditary trait and is rarely given to training. In our experiment, the results of shuttle run significantly improved only in the EG, while in the CG there was a tendency to increase only the speed abilities of the subjects.

Comparing the dynamics of changes in the indicators of physical fitness of children in the EG and CG during the experimental period, it can be noted that in all conducted tests, the results of students engaged in the proposed methodology were significantly higher than in the control group.

Thus, it can be noted that the proposed methodology for organizing the motor activity of children with visual impairments in physical education classes based on goalball content allows for a significant increase in the effectiveness of classes and, as a result, improves productive life activity and accelerates the process of social adaptation.

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SPORT MUASSASALARIDA SHAXSGA YO‘NALTIRILGAN YONDASHUVNI AMALGA OSHIRISHDA YOSH SPORTCHINING O‘ZINI O‘ZI ANGLASHI VA YO‘NALISHINI BELGILASHNING NAZARIY ASOSLARI

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Annotatsiya: Mazkur maqolada sport muassasalarida shaxsga yo‘naltirilgan yondashuvni amalga oshirish jarayonida yosh sportchining o‘zini o‘zi anglashi va sport faoliyatidagi yo‘nalishini belgilashning nazariy asoslari tahlil qilinadi. Shaxsga yo‘naltirilgan yondashuvning mazmuni, uning pedagogik va psixologik jihatlarini ochib berilib, yosh sportchilarning individual xususiyatlari, qiziqishlari, qobiliyatlari hamda ichki motivatsiyasini hisobga olishning ahamiyati asoslab beriladi. Tadqiqotda o‘zini o‘zi anglash tushunchasi shaxs rivojlanishining muhim omili sifatida qaralib, sportchining o‘z imkoniyatlarini baholashi, maqsad qo‘yishi va kasbiy-sport yo‘nalishini ongli ravishda tanlashiga ta’siri yoritiladi.

Shuningdek, trener va pedagoglarning yosh sportchilarda mustaqil fikrlash, o‘z-o‘zini baholash va shaxsiy rivojlanishga intilishni shakllantirishdagi roli ko‘rsatib o‘tiladi. Maqola natijalari sport ta’limi jarayonini takomillashtirishda, yosh sportchilarni har tomonlama rivojlantirish va ularning sport faoliyatida barqaror muvaffaqiyatga erishishida nazariy asos bo‘lib xizmat qiladi.

Ka’lit so‘zlar: Sport muassasasi, sportchilar, sport faoliyati, sportchilar o‘z o‘zini anglash, shaxs rivojlanishi, sportchining o‘z imkoniyatlarini baholashi.

Аннотация: В данной статье анализируются теоретические основы самосознания юного спортсмена и определения его направленности в спортивной деятельности в процессе реализации личностно-ориентированного подхода в спортивных учреждениях. Раскрывается содержание личностно-ориентированного подхода, его педагогические и